DOCUMENT RESUME

ED 128 588 CE 007 655

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TITLE Continuing Education and Aging Annotated Bibliography.
PUB DATE 76
NOTE 19p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Adult Education; *Adult Learning; Age; *Annotated Bibliographies; Continuous Learning; *Older Adults; Reference Materials

ABSTRACT

Aging is treated separately or in relation to continuing educational opportunities in each of the 35 documents annotated. The annotations vary from 75 to 350 words in length. Authors, catalog numbers (when available), publishers, paging, and prices (when available) are also given. (WL)

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ED128588

CONTINUING EDUCATION AND AGING

ANNOTATED BIBLIOGRAPHY

Spring 1976

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CE 007655

Abernathy, Jean Beaven. Old Is Not A Four-Letter Word. Nashville, Tennessee: Abington Press, 1975.

HQ 1064 159 pp.
U5 A7

Mrs. Abernathy, who is a retired college professor who has worked extensively with older people, has written a positive, hopeful book for the older person. It deals with two basic questions: How does a person maintain a sense of worth, considering society's attitudes toward aging? What does an individual need to learn which will be helpful for the later years of life? Her own insights as one who has lived through many life stages and is still planning realistically for an interesting and challenging old age are very meaningful.

She maintains that older people can passively accept the stereotyped roles which society often assigns or they can continue to experience, to choose, and to grow. Her aim is to make the older person more aware of the positive options.

Alford, Harold J. Continuing Education in Action: Residential Centers for Lifelong Learning. New York: Wiley and Sons, Inc. 1968

LC 5251 152 pp.
A 45

This is a study of the growth and evolution of ten Kellogg-aided residential centers designed to expedite university-oriented education for adults. Because the Kellogg Foundation lacks the money to replicate Continuing Education Centers throughout the entire country, this book was intended as a guide to be helpful to universities that contemplate establishment of Centers for Continuing Education.

The book provides pictures and blueprints of the various Centers in addition to organizational charts which are used at the various Centers.

Various aspects discussed are sound organization, dynamic leadership, learning-centered orientation, cooperative staff interaction, innovative programming, the maintenance of the Continuing Education facility, the salaries of operational and program which have to be paid for.

Arthur, Julietta K. How To Help Older People. J.B. Lippincott Company, Philadelphia And New York, 1954.

HQ 1061 A7 500 pp.
No price given

Of all the problems which our contemporary industrial society and the increasing longevity of the population are posing, none are of greater significance to the happiness of mankind than those related to the family. Man's major opportunity to form satisfying emotional relationships lies within the family circle.

Years ago the Society of Friends summed up the basic needs of the aged simply and succinctly: somewhere to live, something to do, and someone to care. These are the things all old people have always wanted. But if you want to know in detail what your elderly relatives expect from you and from life, all you need to do is to keep an ear cocked to hear what their contemporaries have to say.

AC 000 750

The book is written so that it gives factual information, and yet is both readable and intelligible to the layman. The expertise reflected in this book is one of a person very well versed in his field.

Atchley, Robert C. The Sociology of Retirement. Cambridge, Massachusetts: Schenkman Publishing Co., Inc. 1976

HQ 1062 A8 158 pp.
No price given

Atchley gives an excellent overview of the retirement phenomena in America. He explores retirement as "a process, event, social role or phase of life". Evidence is given to dispel the myth that all retirees are unhappy, but it does address the adjustment necessary to this stage of life. However, Atchley does deal with the economics of retirement planning and the differences in satisfaction experienced in each economic stratum of American society. Suggestions and criteria are given for pre-retirement programs for those people in the early years of the job cycle as well as those nearing retirement. Future research needs are also discussed. This work should have a wide audience for it is as readable to the retiring layman as well as to the student of gerontology or the aduly educator involved in retirement program planning.

This book is another of the credits of Robert C, Atchley who has published widely in the field of gerontology.

Bengtson. The Social Psychology of Aging. Indianapolis and New York: The Bobbs-Merrill Company, Inc. 1973

301.435 B46S 58 pp.
No price given

The book concentrates on the social psychology of aging, therefore, Vern L. Bengtson examines phenomena of change and continuity over time in both the social system and personal system of individuals as they progress through the normal course of the life-cycle. In various sections the author analyzes the developing individual from the perspective of the ever-changing social context in which he plays out his roles and relationships through the course of his life. The monograph also concentrates on the personal system--the individual's long-term adaptation to those changes in terms of personality dispositions and life style. The book concludes with a discussion of theories of aging--with attempts to integrate the many facts concerning continuity and change in the social and personal systems of people as they age.

Blau, Zena Smith. Old Age In a Changing Society. New York: New Viewpoints, 1973.

288 pp.

$2.95

The author first describes the problems of the aging in a changing society and then offers suggestions for solutions. Her thesis is based on the fact that how an individual deals with his own old age is very much conditioned by the social order that exists during his lifetime. The emergence of old age as

a social problem has its roots in modern society's technological and social innovations, changes in economy, fewer self-employed, and forced job retirememt.

Throughout the book the author make some very interesting observations on widowhood and retirement. Although two different experiences, they have much in common. They both denote a "roleless" status and they designate an exit from a major social role. Many problems of old age are not in themselves a direct result of aging but are rather consequences of the role exits that occur in old age. It is only in retrospect, following permanent exit from a major social role, that a person fully realizes the influence of that role.

There were interesting results made on illness and work alienation and it was found that poor health given as the reason for retirement in many cases is more spurious than real. In short, illness is often a face-saving social fiction practices by the old.

The last part of the book was concerned with offering suggestions for encountering new roles for later life.

I found the book to be well written and interesting to read. Again it is a good background study for understanding the older person. I gained many new insights.

Buckley, James J. "How To Get A Senior Citizen Education Program Going", The American School Board Journal, June, 1975.

No call number 1 p.
No price quoted

James J. Buckley, superintendent of schools in Milford, Massachusetts speaks to those individuals involved in adult education and even those older individuals who want education programs. In this clear, short narrative are some excellent guidelines.

Mr. Buckley makes two important points: 1) Learning is lifetime and lifewide process, and 2) school districts can provide opportunities for positive, effectively designed, and flexible learning activities for older people. Mr. Buckley realizes the distinct needs of older adults and compares them to the design components of an effective K-12 program. In planning, Mr. Buckley advocates a community wide assessment of needs done in a one-to-one interview situation.

Mr. Buckley also attacks economic restrictions on adult education programs. He advocates an expansion -- utilization of empty buildings, and retaining and use of surplus teachers. Other money resources are also covered -- state funds, federal funds, and local school funds. Since it is short I recommend this article to those working within school districts in developing adult education programs.

Butler, Robert N. Why Survive? Being Old in America. New York: Harper and Row Publishing Company, Inc. 1975.

301.435 B89w 496 pp.
$15.00

Robert N. Butler, a medical doctor, gerontologist, researcher, and psychiatrist, wrote his book as a result of being reared by grandparents in their seventies. When he was seven years old, his grandfather suddenly died. Attempting to accept his death and to survive the depression with his grandmother, Dr. Butler developed his understanding and compassion for the elderly. Dr. Butler had his book well documented by examples and surveys. The book was very interesting to read.

Dr. Butler's book encompasses the many plights of the aged. Some of these plights are compulsory retirement, the penalization of small earnings by social security, lack of satisfactory housing, insufficient funds, poor deliverance of health care, inadequacy of health care insurance. He stresses that often an elderly person is labeled as old because no one bothers to find the cause for physical and mental problems. He supports the idea that the aged had problems because of some disease or condition rather than their age. He expresses the idea the government gives only lip-service to the aged. He stated there are needs for continuing education and education concerning the nature of the life cycle.

Cokinda, Robert Milton. "Helping Older Workers Shift Gears Into Retirement" in American Vocational Journal. May, 1973

LC 1041 Ab V. 48 #5 2½ pp.
Membership for AVA

Citing retirement as a major career change for which people are ill-prepared, Dr. Cokinda presents results of his research on employees, causing some to accept pre-retirement program in the auto industry. In seeking the causes of non-participation, it was hupothesized that personal characteristics, attitudes and situational factors differed among employees, causing some to accept pre-retirement training and others to reject it. Cokinda's findings proved this to be true. Nonparticipants were less inclined to plan ahead than were participants, thus they felt they did not need to take a course if retirement was two or more years away. Nonparticipants were alos less inclined to take part in any type of educational program. The author concluded that many who need the program do not participate for a variety of reasons.

Thus, he recommends establishment of a sequential somewhat informal program provided over several years to all employees, intersperse with more formal and organized discussions and culminating in an increased educational effort immediately preceding retirement.

This article is very brief, but quite informative, and fills and important role of advocacy for pr e-retirement programs. Anyone seriously interested in this topic should consult his many references and perhaps read his full dissertation.

Cull, John G., and Hardy, Richard E. Organization and Administration of Service Programs for the Older American. Springfield, Illinois: Charles C. Thomas. 1975

362.6 H27o 240 pp.
No price given

The main focus of this book is on man's role in his environment. Emphasis is placed on the description of how certain service programs are being made effective in a time of social conflict and a deteriorating physical environment for the older American. This book is oriented toward description of what future roles should be and is not concerned exclusively with the delineation and definition of contemporary behavior. This book (for readability, writing style, and expertise reflected) is written for the practitioner.

Generally, the reader is guided through the aging process by being given an overview of aging service programs which are designed to end the isolation of aging. Considerable attention is paid to material on counseling the older adult.

If you are interested in the development of a program which is designed to meet the needs of the older American from the practitioner's standpoint, then this book could be used as valuable resource.

In Appendix I the editors lists with complete addresses the locations of regional offices of the Administration on Aging for Regions 1 through 10. Appendix II lists the addresses of State Agencies on Aging.

Curtin, Sharon R. Nobody Ever Died of Old Age. Boston: Little, Brown, & Co. 1972.

HV1461 C87 228 pp.
No price given

The author's intention was to tell stories which might illuminate the problems of the old. She attempts to share her thoughts "about our North American culture and its relationship to our attitudes about aging". Her experiences with old people as a practical nurse, an objective observer, and even a peer vagabond, serve as the basis for her feelings and opinions. She proposes that most of the problems of the old are generated by the lack of respect the aged face every day. She advocates an all-out attack on the oppressive institutional system and a full scale revolution of the elderly patterned after the women's liberation movement. Her manner is somewhat sarcastic and cynical, but overall, the book presents enjoyable, quick-moving reading.

This is a non-fiction book which dramatizes situations that are typical among our old people. The author, Sharon Curtin, is a young woman and a registered nurse who writes with indignation at our treatment and attitudes about old people. "We dote on youth. We shelve the old."

By relating her personal experiences with the old, the author is hoping to change the "sentimental nonsense" and "deliberate ignorance" which pervade our ideas about old people. In each account she is demanding that we regard all people as human beings with a future as well as a past.

Mrs. Curtin writes with a very smooth, descriptive, uncomplicated style which makes the book useful for any adult reader who is interested in the plight of the aged. Her medical knowledge of the physical and emotional problems faced by the aged is evident and adds to the credibility of her statement.

I see a close relationship between this book and our course. In this course, we are concerned with developing educational and enriching experiences for the aged.

Deeken, Alfons. Growing Old And How To Cope With It. New York: Paulist Press, 1972.

Not stated 103 pp.
$1.25

The author, a Catholic priest, borrows from insights gained in the Orient where elderly people are honored members of society. The Book is divided into three parts:

Part I - On Growing Old
Part II - Coming to Grips With Old Age
Part III - How to Grow Old Gracefully

This book gives a spiritual dimension to aging, one I feel that is often missing when we think about the aging process. It is a good inspirational book

as well and could provide material for discussions with the elderly as well as those working with them.

Downey, Gregg W. "The Greying of America" Nation's Schools & Colleges. New York: McGraw-Hill Inc. September, 1974.

No number cited 8 pp.
No price cited

Mr. Downey has gathered together several programs that were designed for the elderly and presents them in this article. He deals mainly with those programs offered in and/or by educational institutions and discusses the degree of success which these programs have enjoyed. Mr. Downey suggests that more of these programs need to be initiated for the benefit of all - the young students, the old students, and the sponsoring institutions as well. This article contained some excellent ideas for "educational" programs and would be valuable to a course for Adult Educators.

Ducovny, Amram. The Billion $ Swindle. New York: Fleet Press, 1969.

301.435 Du 231 pp.
$5.95

A general overview of a multiplicity of frauds and cons whose prime target is the elderly, this book is a must on the reading list of those who hope to aid the aged. The author uses a great number of examples in each case to show how older Americans are ripped off by fake cures, wonder drugs, and supposed nutritional and sexual miracles. Most of these drugs, devices, and vitamins do very little for the user, and sometimes actually increase the severity of a problem because adequate treatment is put off. He also points out illegal schemes in travel, nursing homes, health insurance, mail-order sales, and funeral arrangements. Most of his documentation is from testimony of experts at Congressional hearings. Probably the most relevant topics to this course would be the sections on spotting and stopping swindlers and his feelings on increased government participation as the ranks of the elderly grow. I found this book very easy to read but felt that perhaps too many examples were used after he had already made a point.

Easter, Maud Pilkington. "Senior Power: "A Case Study inEducation for Aging", Adult Leadership. Vol. 23; No. 3, (September, 1974) pp. 81-84.

BF637L4A3 Volume 23 4 pp.
No price cited

In 1969, an advocacy organization was created in Onodaga County, upstate New York, The Action Coalition to Create Opportunities for Retirement with Dignity, Inc. The development of this senior citizen social action organization w was precipitated by several critical problems which face older persons, problems which were not localized only in Onondaga County but which are found by older persons everywhere - grossly inadequate incomes; employment discrimination (mandatory retirement); increasingly costly, insufficient and poorly designed housing and transportation facilities; and insufficient and costly medical care.

ACCORD is a successful program. It has helped senior citizens to become more visible, has helped change the public image of what it means to be elderly

has secured changes in housing, transportation and public utilities service to assist the elderly, and has encouraged retail merchants to discount prices for necessary goods/services for the elderly.

This article is easy reading and enjoyable; it presents many challenges and ideas to the adult educator in the area of programs and asssistance for the aged in our society - too long a neglected segment of our population.

Garfunkel, Florence R. and Grunbaum, Gabriele H. "A new use of education in programming for the aged". Journal of Jewish Communal Service. Vol. 45, 1968.

HV1J4 8 pp.
No price cited

The authors describe an educational program which was carried out in centers and homes for the aged to help the elderly to come to continuing understanding of their environment. Each course consists of a planning session conducted by the program leaders and four to six study sessions. Between the planning session and the following sessions there is a break of one month during which the proper instructor for the selected topic is chosen.

Continued mental alertness is fostered as well as the creation of new and status giving interests. It has been found that given the appropriate setting, old people can master intellectual tasks. Also, they gained a realization of their own latent abilities and gratification with the younger generation which is ego-strengthening.

Glickman, Lillian, Hersey, Benjamin, and Goldenberg, Ira. Community Colleges Respond to Elders; A Sourcebook for Program Development. U,S. Dept. of Health, Education, and Welfare, National Institute of Education. 1975.

LC 5251 G46 72 pp.
No price cited

This planning guide sets forth an inclusive model of educational program development for elders through community colleges. Based on specific orientation and concept of elders and education, it is designed as a working tool for the community college educator who is interested in understanding how elders would like to see programs developed.

Contained in the report are some comparisons of common misconceptions and myths about elders with the pertinent realities. The misconceptions and myths represent a constellation of prejudices and attitudes which have been termed "agism".

The most common obstacle to program development cited by college administrators was the lack of funding. The most frequently mentioned roadblock was inadequate transportation for elders.

A section was provided which included: a) state agencies on aging, b) Federal resources, and c) other national resources.

Hand, Samuel E. "Adult Education: A review of physiological and psychological changes in aging and their implications for teachers of adults". Florida State Department of Education. 1957.

Q P86 F55 30 pp.
No price cited

This book reviews the physiological and psychological changes that occur in the process of aging.

Among the physiological changes are mentioned: changes in vision, in hearing and others like changes in tissue elasticity, in strength of skeletal muscles, etc.

In the area of psychological changes the booklet reviews changes in intelligence and learning, and changes in interests and attitudes.

After each section of research data, some implications for teachers of adults are offered.

Hendrickson, Andrew. A Manual for Planning Educational Programs for Senior Adults. Florida State University.

374.975 H384m 178 pp.
No price cited

This manual represents a colledtion of addresses from three institutes on education for aging held at Florida State University in 1969, 1971, and 1972. The manual is divided into three areas: Understanding the Older Adult and His Needs; Counseling and Teaching the Older Adult; and Planning Programs and Using Resources. The first section discusses the physiological, psycholo gical, and sociological aspects of aging. In the second section education, counseling, and the learning process are addressed. The final section offers suggestions in program planning. Anyone initiating educational programs for the older adult will find this manual a good general guide. Many authorities within the field have contributed their views to Program Planning. The manual is a good resource, practical, easy to read and a good bibliography source. Though the manual was directed toward programs in the South the information is general enough to be applicable anywhere. I would recommend the section on program planning to the students of Continuing Education and Aging.

Hendrickson, Andrew. A Manual on Planning Educational Programs for Older Adults. Tallahassee, Florida: Florida State University, 1973.

LC 5252 F5H4 c.2 178 pp.
No price given

This book is a compilation of speeches from three separate reports of institutes dealing with education for older adults, held between 1969-1973 at Florida State University. The title is a slight misnomer, since only Part III (of three parts) deals directly with "how to" information on planning programs. Part I - Understanding the Older Adult and His Needs - presents sociological, psychological, and physiological views of aging. Part II - Counseling and Teaching the Older Adult- includes two excellent papers (by Dr. George Aker and Dr. Samuel Hand) which are folwing with useful data for program planners regarding the needs of older individuals in the classroom. Part III covers the planning process, finding resources and evaluating the program.

The papers are generally easy to read, however, at times they are repetitive. All in all, this book has helpful material for students studying continuing education and aging.

This manual is described as a compendium of addresses and resource documents taken from reports of three Institutes on Education for Aging held at Florida State University, 1969, 1971, and 1972. The contents are broken down into three sections: 1)Understanding the older adult and his needs, 2) Counseling and Teaching the older adult, and 3) Planning Programs and Using Resources.

The editor has brought together a varied and useful resource. It offers a

survey of material relating to philosophy, psychology, and physiology in connection with the older adult. Also, specific programming ideas are presented along with recommendations for implementing programs with a target audience of older adults in mind. A brief overview is included which acquaints the reader with the kinds of programs being offered throughout the country and what types of institutions and agencies are involved. Possible funding sources for programs for older adults are also suggested.

Hepner, Harry. Retirement - A Time To Live Anew. New York: McGraw-Hill. 1969.

301.435 291 pp.
$6.95

This practical guidebook shows how men who have enjoyed their work in business and the professions can move ahead to greater satisfaction in retirement. The book addresses itself to two crucial questions: how can your life in retirement become more significant, and how can you stretch your mind in meaningful ways. The book contains specific counseling on retirement activities hobbies and occupations. The book underscores the concept that your retirement should be a rewarding opportunity to acquire a special inner self-confidence and perspective it is often impossible to develop earlier in life. Much of the information in the book was gained by seeing, talking with, and reading about retirees.

I feel that the older person who would read this book is not the same person most "senior citizen" programs are trying to reach. This book would be most beneficial for the retired business manager or professional for whom financial security is not a major concern. I see very little relationship between this book and our class, although any book dealing with any phase of the life of the elderly is useful.

Jarvik, Lissy F. Intellectual Functioning in Adults. New York: Springer Publishing Company, Inc. 1973.

BF 431 I52 177 pp.
No price cited

This book consists of a number of papers which were drawn from selected symposia of the Division on Adult Development and Aging at the 76th and 78th annual meetings of the American Psychological Association in San Francisco (1969) and Miami (1970).

The main focus of this book is to take an interdisciplinary approach, using psychological, biological, and life history variables, to illustrate the number of factors interacting in the production of age changes. As stated by the editors, "agedness is not synonynous with advanced chronological age per se".

It is this reviewers opinion that this book for readability, writing style, and expertise reflected is written with the researcher in mind.

There are a total of seventeen contributions to this book. The first section concentrates upon longitudinal research, by offering the data of seven long-term studies of intellectual changes. It includes the oldest existing developmental study on the young (Berkely Growth Study) and the oldest ongoing project on the aged (New York State Psychiatric Institute Twin Study).

The second section examines some of the somatic correlates of psychological change and include data derived from two longitudinal studies. Evidence is provided of associations between decline in intellectual functioning and elevated blood pressure, focal disturbances on EEG, and low cerebral blood flow. This section also

includes the results of investigations relating physiological changes (cardio-vascular, autonomic, and central nervous system) to behavioral changes (reaction time).

The third section deals with the contributions of lifelong experiential variables to the physical and mental changes accompanying the aging process.

If you desire research material on psychological and somatic changes in the aging, then this is your resource book.

Kauffman. "Education in later life". Adult Leadership, May 17, 1968. p. 7.

BF 637 L4 A3 4 pp.
No price given

The article describes the Herman L. Donovan Senior Citizen Fellowship - a program conducted by the University of Kentucky since 1964, enabling all senior citizens over 65 to apply for the Fellowship which provides free tuition at both the main campus and the ten community colleges.

The article is clearly written but the author does not give his ideas about the program. It is rather written as report of the procedures of application and registration, while stressing that there is a big effort to maintain personal contact with the applicants.

The article is suitable for this course since it presents a program which tries to meet the basic demand made by gerontologists - to open the doors of higher education institutes for older adults.

Kimmel, Douglas C. Adulthood and Aging, An Inter-disciplinary Developmental View. New York: John Wiley & Sons, Inc. 1974.

No call number given 484 pp.
No price given

This book focuses on adulthood and aging, using a developmental approach as a framework to understand the process of continuity and change throughout the entire life span. The author brings an interdisciplinary perspective by emphasizing the interaction of psychological, social, and physiological aspects. Six case studies are inserted between some of the chapters to actualize the concepts. Developmental theories are examined, in particular those proposed by Buhler, Jung, and Erikson: Buhler's study of biographies; Jung's clinical work and his theory of psychology; Erikson's theory of human development based primarily on his clinical impressions and on his Freudian view of psychology.

In chapters two through five, processes by which age changes occur are examined. The term "young adulthood" is used to characterize the transition from adolescence into adulthood. It is noted that increased college attendance and decreased participation in the labor force have lengthened the period of transition into full adulthood. Differences between men and women in adult years, from the perspective of physiological, social, and psychological factors, are well treated. The major crisis points in the family cycle - parenthood, the empty nest, and retirement - provide clues to the changes in adult years.

This book varied in its readability. Some sections were heavy on research and technical terms while others flowed very easily. It is a very scholarly approach

covering a broad spectrum of the life cycle as well as the many variables that influence it. It is a good over-all view of adulthood and aging.

Douglas Kimmel has done an excellent job of providing a basic introductory textbook for a field that has been ignored far too long. He begins by discussing the approach he will be using - the developmental approach. He looks at the entire range of adulthood - from the late teens to the late 90's. At each of these ages, he discusses the major sociological, psychological, and physiological changes that occur and explains some of the possible effects that these changes have on individuals. The author supports the interdisciplinary view of adulthood and aging and therefore, examines a variety of factors that influence the way an individual acts. The book includes six realistic examples of people at different ages in their lives who are reflecting on their past, commenting on their present and anticipating their future. Kimmel has succeeded in making this book a non-textbook. It is very readable and would serve as excellent background for a course such as this one.

Kleyman, Paul. Senior Power - Growing Old Rebelliously. San Francisco: Glide Publications, 1974.

HQ1064 U6C34 177 pp.
$3.95

This book has far exceeded its original purpose of describing the activities of the California Legislative Council for Older Americans. It can also serve as a guidebook for other states that are attempting social change on all levels -- city, county and state by organizing and motivating political action with its senior citizens. Pitfalls are recognized and problem solutions are given for the organization of such movements. Identity with the youth movement is stressed. Ways to develop meaningful issues and effective media use are given. Tactics to circumvent or handle the legal "boondoggle" of legislative action are described. This book has an entertaining, how-to-do-it style as well as stating its message forcefully. After reading it one is ready to paint a banner with GREY POWER and follow Maggie Kuhn's pigtails into the sunrise!

Paul Kleyman was assigned to Glide Memorial United Methodist Church and Urban Center by the federal court for resisting the draft. In this capacity he worked intimately with Reverend Edward L. Peet, a leader in the movement of social change for the elderly inCalifornia.

Knopf, Olga. Successful Aging. New York: The Viking Press, Inc. 1975.

301.435 K72s 229 pp.
$8.95

As she was growing older, Dr. Knopf, a psychiatrist, experienced multiple prejudices against the elderly since she could not accept growing old. In writing her book at age eighty-five, she attempts to inform both the aged and near-aged in every aspect about the normal aging processes and related problems. She cited numerous true-life examples of gerontology problems which made the book enjoyable reading. In the book Dr. Knopf used minimal technical terms to maximize the understanding of the elderly readers.

Dr. Knopf has been in adult education twenty years prior to writing the book so she made effective correlations of second careers, employment after retirement, leisure pursuits, rights of the aged to adult education. An expert in her field, she conducted many interviews with the elderly, their families, and people dealing with

the elderly document her hypotheses.

The 85 year old author of this book gives advice on how to "age successfully". Her writing is in a positive and optimistic tone and the information provided in this publication are sound and practical.

Dr. Knopf emphasizes problems such as: economics, health, housing, psychological and many more.

The relationships between the aging, their families and the society at large are sufficiently dealt with. Dr. Knopf points our realistic ways in which one's life, at any age, can be rich and fulfilling.

Much information concerning services and important information for the aged discussed include: health; housing; part-time jobs; legal services; organizations; recreation; social services; transportation; where to continue education; and volumteer activities.

Successful Aging was written to help us understand and sope with the changes we will encounter with advancing years.

Successful Aging is addressed to the aged person. The author, Dr. Knopf, is eighty-five and a psychiatrist and has experienced the process of aging. Dr. Knopf writes about many of the facts and fallacies of growing old. Dr. Knopf's information and advice on aging are sound and practical, but also positive and optimistic. She deals frankly with the process of aging and explains the causes of amny problems faced by those who are old but are still quite healthy and functioning.

The author is an active psychiatrist and yet the important information she has to tell us is not lost in a maze of clinical jargon. She writes with clarity and openness about the aged in a society that places a premium on being young. Yet, she is able to point our realistic ways in which one's life at any age can be rich and fulfilling.

There is a very important relationship between this book and our course. Before we can plan any activities for the aged, we must have as much understanding as possible about this last phase of human life. This book gives many insights into opportunities for planning experiences for older citizens to help them deal with changes in their role within the family structure; use of leisure time; financial management; and other practical areas of life.

Korim, Andrew S. Older Americans and Community Colleges: A Guide for Program Implementation. American Association of Community and Junior Colleges, Washington, D.C. 1974.

378.103 126 pp.
No price given

The Guide is a product of a two-year study conducted by the American Association of Community and Junior Colleges with the aid of a training grant from the Administration on Aging. The six chapters and appendices describe the unique position of community colleges in the community service structure and provide numerous examples of how pioneering colleges are finding their way into the aging field.

The Guide suggest strategies for community colleges seeking to implement programs to improve the quality of personnel working with the elderly, to provide a wide range of developmental and supportive services to senior citizens, and to assist communities in mobilizing resources to address the needs associ-

ated with aging.

Also, the Guide catalogues into seven basic groupings, the types of services offered to the elderly by community colleges as: 1) basic needs-oriented personal services, 2) counseling and guidance services, 3) informational or information-referral functions, 4) education and training opportunities, 5) retirement planning and education services, 6) recreational, social, and cultural activities, and 7) facilitative activities.

In seven pages, the Guide provides an excellent list of Selected Federal Programs Applying to Aging which includes the following information: a) program category, b) federal administration, c) state/local administration, d) authority legislation, and e) program details.

Kreps, Juanita M. Lifetime Allocation of Work and Income. Durham, NC: Duke University Press, 1971.

HD 6279 K74 170 pp.
No price given

The economic factor is probably the greatest single controlling factor in determining when an individual actually retires. With mandatory retirement ages now a reality, Dr. Kreps suggests that a person must be aware of allocating his time and income to prepare for this period in life. European and American work allocation and income policies are compared. The importance of leisure time is discussed. Methods are illustrated for computing, on the basis of needs and wants, the income that an individual would need to live in retirement. Although this is not a reading selection for the average retiree, pertinent material is included for the retirement program planner and gerontologist.

Dr. Kreps is an active leader in economic planning at all age levels.

Kuhlen, Raymond G. Psychological Backgrounds of Adult Education. Syracuse, New York: Publications in Continuing Education, 1970.

LC5201 N6 #40 148 pp.
No price given

This publication by the Center for the Study of Liberal Education for Adults consists of a summary of four selected and main papers which were presented at a Syracuse University Conference, "Psychological Backgrounds of Adult Education", in October 1962. The papers addressed themselves to basic considerations of psychology and adult education and summarized the latest research in the field of psychology which had relevance to the field of adult education-adult capacities to learn, changing personality during the adult years, changing motivation, and instructional methods in adult education related to the personal characteristics of adults. Authors of the papers include James E. Birren, National Institute of Mental Health; Bernice L. Neugarten, Committee on Human Development, University of Chicago; Raymond G. Kuhlen, Syracuse University; W. J. McKeachie, University of Michigan.

The material contained in this volume, recognizing that the authors attempted to summarize relevant research in specific areas, is rather easy reading. It succinctly lays and appropriate foundation for the educator upon which

to build programs to meet the needs of adult learners, as well as offering implications and cautions to the educator working with adults.

Lacognata, A. A. A Comparison of the Effectiveness of Adult Residential and Non-residential Learning Situations. Chicago: The Center for the Study of Liberal Education for Adults, 1961.

LC5219 L3 36 pp.
No price given

The advantages or disadvantages of the residential type of adult education program, as opposed to the non-residential type, have not been empirically tested because too many variables could not be controlled; and comparisons, therefore, could not be drawn. The study with which this report is concerned was an attempt to ascertain if differences do exist and whether these differences are significant.

Two groups/programs were studied - both had the same instructor, content (insurance fundamentals), and learning objectives; however, one program was residential (participants living, eating, studying together) while the other program was non-residential (participants living at home and commuting to class).

From the study, it would appear that residential instructional programs tend to be superior to non-residential programs. Learners overwhelmingly personally preferred the residential program because it relieved them of family and work responsibilities/influences/problems during the learning experience. The residential program offered more time/situations for group interaction which was seen as positive.

This volume was easy reading, but I feel that it does nor relate strongly to the present course. Rather, this reading might pertain more to a course in methodology or administration and program planning. It offers ideas for future research studies which might be valuable to the adult educator.

Legler, Henry. How to Make The Rest of Your Life The Best of Your Life. New York: Simon and Schuster, 1967.

301.434 351 pp.
$5.95

The author attempts to dispel the belief that a person's retirement must be boring, uneventful, and inactive. He does a fine job of trying to outline some of the alternatives available to retirees. His topics include jobs, activities, interpersonal relationships, and adequate preparation for death. He encourages the reader to accept old age and at the same time stresses the importance of striving to stay "young at heart". In describing a number of "stay young" techniques, his main emphasis seems to be on the avoidance of stress. Legler's writing reminds one of the writings of Dr. Norman Vincent Peale. I found it very inspirational. His constant use of personal examples made the reading both easy and enjoyable.

Lopata, Helena Z. Widowhood in an American City. Cambridge, Massachusetts: Schenkman Publishing Co. 1973.

HQ1058.5 U5L6 346 pp.
No price given

This book is the report of the author's findings of an extensive investigation into widowhood. Although her study centered around widows over 50 in the Chicago area, she used the results to draw several conclusions about widows and widowhood in general. Dr. Lopata, a sociologist, concentrated on social roles and how these roles change when one becomes a widow. She believes that the way in which one changes depends on many factors - both past and present - including education, ethnic background, health, economic status, family relationships, and self concepts. Therefore, Dr. Lopata's research examines all of these factors and more. The final chapter includes recommendations for ways of assisting widows. The chapters are filled with statistics and tables of results. Her writing is very technical and at times, difficult to read. This book would be a valuable reference for someone specifically interested in educational programs for widows.

Neugarten, Bernice L. The Future and the Young-Old" in The Gerontologist. Vol. 15, No. 1, Feb., 1975.

HV1451 A1G4 6 pp.
$3.75/issue

Dr. Neugarten, by her own description, has taken a "conservatively optimistic" view of the status of the aged population in the year 2000. This well-written, more than adequately documented article presents an array of predictions, covering the size of the older adult population, health status of the elderly, and the role of the family.

The author describes a new group of people, aged 55 to 75, labelled the "young-old". Research findings lead to projections that these people will be eager to find meaningful uses of leisure time, healthier than today's elderly population, and more politically astute and involved - with an average education of at least twelfth grade. Adult educators should, by all means, read and utilize data from this article. The young-old (in the year 2000) will be demanding ways to improve the quality of life, and these ways may rest in large part upon adult education efforts.

Pearce, Donald. Dying in the Sun. New York: Charterhouse, 1974.

301.435 248 pp.
$6.95

I found this book to be very depressing. It portrays Florida as a place where a large number of people go to die. The author painstakingly paints a portrait of the elderly inhabitants of Florida, some who are bored and frustrated, some senile, some clutching to the last days of their lives. Some

topics include descriptions of the activities of the elderly, an account of the never-ending trips by an emergency squad, a visit with the oldest American, and an interview with a man who arranges suicides. The author goes to great lengths to illustrate the fear and desperation of the aged.

Although Pearce jumps from topic to topic and uses sentence fragments consistently, I found this book to be very enjoyable, easy reading. I feel that the empathy developed by the book is quite necessary to an increased understanding of the elderly.

Peterson, James A. "Frontiers in the Education of the Elderly". Adult Leadership, Vol. 24, No. 5, January, 1976

No call number 5 pp.
No price

This article explains four basic dimensions of social change that explain why adult education for older citizens is an exciting frontier in education during the 20th century. Those four aspects of social change are: 1) the United States is rapidly becoming one of the world's older populations, 2) individuals are reaching retirement at an earlier age, 3) technological advances in research and development, and 4) research which effectively destroys the myth that older persons have no capacity for continued mental growth or social contributions.

Some of the implications discussed in the article are:

There is a potential student body of twenty-two million persons above 65 for adult education. This total number is augmented by those who are troubled by mid-life changes, by imposed second career expectations and those who need education to remain viable in their jobs.

Older persons have indicated enthusiastic response to informational programs. Academic programs of training as well as in-service training is critical to the effective service to the older person.

Educational and community agency programs need to be upgraded and coordinated. About half of the elderly are self-motivated but the other half must be cultivated and recruited.

The inclusion of the older persons themselves as part of the planning process is essential.

A well organized educational institution depends on its changing a youth focused curriculum and structure to one that is responsible to the growing number of those in the last half of life.

Dr. Peterson writes an informative and inspiring article in which he establishes a rationale for education for the elderly. General content areas are identified which relate directly to the needs of the elderly. The suggestion is made that these needs are precisely those that a relevant adult education program can answer. The educational establishment is challenged to help older persons make the most of their later years. A variety of ways of implementing programs is discussed, along with certain implications for the involvement of the older person in the total planning and executing process.

Dr. Peterson, Director of the Andrus Gerontology Center, University of Southern California, presented this paper to the Education for Aging Section of the 1975 Adult Education Association of the USA Conference. In his publication, Dr. Peterson gives four reasons why adult education for the older citizen is the most salient and the most exciting frontier in eudcation in our

century. He elucidates why it is imperative that we promote adult education for this clientele.

In researching the needs of education for the elderly, he gives data about gerontology centers, increase of universities developing aging programs, and increase of private agencies involved in courses for the aged. He found a need for universities to train teachers in the needs of the elderly.

Dr. Peterson's article was concise. His research is based on a fifteen year study.